

<u>Year Group:</u> <u>Year 2</u>	<u>Topic:</u> <u>History:</u> <u>The Great Fire of</u> <u>London: Would it</u> <u>happen today?</u>	<u>Term:</u> <u>Summer 1</u>	<u>Main Focus:</u> <u>History</u>
<u>Rationale For Topic</u> In this unit, Year 2 will explore the Great Fire of London through six lessons and a visit to Selly Oak Manor. They will learn when and how the fire started, what London was like in 1666, and why the fire spread so quickly. Pupils will compare the past with the present, sequence key events, and use historical vocabulary. They will study Samuel Pepys and his diary as an important historical source, creating their own diary entry. Children will examine how the fire ended and how London was rebuilt. Activities include timelines, sorting tasks, role-play, model making, and storyboarding, helping pupils understand this significant event beyond living memory.			
<u>Lesson</u> <u>Number</u>	<u>Learning</u> <u>Objective (s):</u>	<u>Success</u> <u>Criteria:</u>	<u>Brief outline / reasoning</u> <u>for sequence</u>

1	LO: To understand what the Great Fire of London was and why it is a significant event.	- I can say when the fire happened. - I can describe what the fire was and where it started. - I can talk about why people still learn about it.	National Curriculum links: Pupils should: • Know about events beyond living memory that are significant nationally. • Know about significant individuals from the past and why they are important. • Use historical vocabulary (past, present, timeline, event). • Understand how we find out about the past (Samuel Pepys' diary, artefacts, eyewitness accounts).
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			Show an image of the Great Fire (artist's impression). What do pupils notice? Introduce the event: 1666, London, Pudding Lane through videos. Show children a history timeline and place the Great Fire in context. Children draw or write two facts about the fire. Discuss "Why might this event be remembered today?" Resources: Images, video clip, simple timeline.
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2	LO: To understand how London was different in 1666 compared to today.	- I can identify materials used to build houses in 1666. - I can say why the fire spread quickly. - I can compare London then and now.	Explore pictures of London today vs. 1666. Discuss wooden houses, narrow streets, lack of fire service. Sorting activity: Then/Now features of London. Plenary: What do you think was the biggest reason the fire spread? Resources: Image cards, sorting mats, house diagrams.
3	LO: To explore how and why the Great Fire started and spread across London.	- I can explain how the fire began. - I can describe how the weather and buildings helped the fire spread. - I can sequence key events from the first two days of the fire.	Rewatch a short clip showing the fire starting at the bakery. Discuss Thomas Farriner's bakery, the dry summer, and strong wind. Sequencing cards: Put events from Sunday morning to Monday evening in order. Discuss "If you lived in 1666, what would you have done first?" Resources: Event cards, video clip, key vocabulary cards.
4	LO: To learn who Samuel Pepys was and understand why his diary is an important historical source.	- I can say who Samuel Pepys was. - I can explain why his diary helps us understand the fire.	Show a portrait of Samuel Pepys. Ask: "Who might this be?" Introduce Pepys as a government official and eyewitness. Explain that he wrote a diary using secret code. Read simplified diary extracts (e.g., burying cheese, seeing the fire spread).

		- I can write or draw what Pepys saw.	Children create their own Samuel Pepys diary page using drawings and simple sentences. Discuss why diaries help historians. Resources: Simplified diary extracts, writing templates, portrait images.
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5	LO: To understand how the fire ended and what changed in London afterward.	- I can describe how the fire was finally put out. - I can explain at least two changes made after the fire. - I can say how London became safer.	Review key events so far. Discuss firebreaks, lack of wind, rebuilding London. Children create a before and after chart showing how London changed (brick buildings, wider streets, fire brigade beginnings). Children to role-play King Charles II giving instructions to rebuild London. Discuss: "Which change do you think was the most important?"
6	LO: To use what we have learned to retell and explain the Great Fire of London.	- I can recall key facts about the fire. - I can use historical vocabulary. - I can explain why the fire is important.	Quiz recap – true or false statements. Storyboard the Great Fire in six parts. Share work and reflect on learning. Resources: Storyboard templates, vocabulary lists.

Areas of Study (NC)- Children will be taught about:

Events beyond living memory which are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Chronological Understanding

Show an awareness of the past and use the words past and present when telling others about an event.

Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline)

Knowledge and Understanding of events, people and changes in the past

Use information to describe the past.

Describe the differences between then and now.

Look at evidence to give and explain reasons why people in the past may have acted in the way they did.(Cause and consequence)

Recount the main events from a significant event in history.

Historical interpretation

Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?

Historical enquiry

Understand some of the ways in which we find out about the past

Identify different ways in which the past is represented.

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

Organisation and communication

Use a wide vocabulary of everyday historical terms to describe objects, people or events in history.

Speak about how he/she has found out about the past e.g. through role-play.

Record what he/she has learned by drawing and writing, including using ICT.